„THE SECRETS OF JOURNALISM" COURSE

ARGUMENT

The school magazine is the most complex form of cultural activity that takes place in schools. Publishing a magazine is the mirror of age universe, of the school life and the present in which the children grows and form. It captures the pulse of the school life, the echoes of traditional manifestations, cultivate interests, develop skills, encourage talents.

Here are some arguments to support the motivation for writing a magazine: it stimulates student’s imagination and creativity; it use the free time in a pleasant and helpful way; by publishing students creations is carried out the assessment of the creative activity of children, the contact with models of literary composition; socialization and formation of students personality through group work.

Teacher's work has an effect on eternity and cannot never tell where his influence stops. It aims to identify and stimulate student’s creativity. For this we have to cross a long and not without obstacles path of stimulation and training the students' creativity.

Through his inventiveness, the teacher is able to prepare children for a creative learning, for a real development of spontaneity and for developing creative skills itself. The key to creativity is found when the student is willing to ask, to discover problems where others find satisfactory answers, becoming able to make independent judgments. These qualities can help them to express their thoughts in a stylish form. The real teacher is characterized through the fact that his mind moves in harmony with the minds of his students, living together the individual difficulties and victories alike. Through a generous communication between teacher and student, by the offer that his teacher came out to the children greet, can be realized lasting bridges that lead to novelty results.

Publishing student's creation in schools magazines contributes to the development of their personality. The creative activity stimulates capitalization of skills, of vocation, of talent, encouraging competition, taking responsibilities, communication, initiative and imagination-based approaches, giving students the feeling of achievements fulfilled. Character building and moral personality perfection is being made through education. To ensure the success, it is necessary to promote new teacher-student relationships based on cooperation in teaching-learning-assessment process, students are thus encouraged to ask questions to clarify their own ideas, always to express their points of view.

Main objectives

- The development of communication skills (oral and written);
- Creative skills development, of reality exploration-investigation, of documentation by using appropriate procedures;
- Forming the capacity of computer publishing of texts;
- Availability for individual and group activities in carrying out various tasks, participation in school life;
- The development of personality features based on moral and aesthetic education;
- Developing the ability to send and receive messages.

Topics addressed	Values / attitudes	Abilities	Skills	Knowledge	Methods, strategies	Assessment
Chapter 1 Development of communication skills (oral and written); Lesson 1. To knew the secrets of journalism Lesson 2. The journalist personality. Its skills. Lesson 3. Information sources Lesson 4 Print media: the newspaper, the magazine.	Understand what is important about journalism Manifest opening for the field	Self-assessment of the capabilities for working as journalist Communication Networking in the group	Language skills, oral and written communication Journalistic skills Entrepreneurial skills Managerial skills	to formulate pro and con statements about events and facts related by others; to express their own objective opinions about an event to receve correct a message depending on the communication conditions to identify the important features of a journalist to identify the source of a correct information for a particular topic / theme to develop short texts in prose or verse integrating artistic expressions constructed and / or identified in literary texts they read;	Group activity	Practical test Independent work Team work

Lesson 5 The content of the publications. Classification after the content and audience which it is addressed. **Chapter 2** **To acquire theoretical and practical knowledge of using Microsoft Office tools** Lesson 6 Microsoft Word. Publisher	Understand what is important about journalism Manifest opening for the field	Self-assessment of the capabilities for working as journalist Communication Networking in the group	Language skills, oral and written communication Journalistic skills Entrepreneurial skills Managerial skills	to formulate pro and con statements about events and facts related by others; to express their own objective opinions about an event to familiarize themselves with useful programs in texts drafting and images procession to acquire drafting rules of articles from various journals to receive correct a message depending on the communication conditions to develop short texts in prose or verse integrating artistic expressions constructed and / or identified in literary texts they read;	Group activity	Practical test Independent work Team work

Chapter 3 To develop the capacity of reality investigation-exploration and documentation using INTERNET network Lesson 7 Search engines. Documentation. The journal Lesson 8 Safe Internet Lesson 9 The newsroom **Chapter 4 Final assessment** Lesson10 **"Wow"** Magazine	Understand what is important about journalism Manifest opening for the field	Self-assessment of the capabilities for working as journalist Communication Networking in the group	Language skills, oral and written communication Journalistic skills Entrepreneurial skills Managerial skills	to know the various search engines for information on the Internet to know the necessary steps for proper documentation regarding editing an article to know and use the rules on safe surfing on the Internet to design and carry out creative activities in team work to use the specific equipment in a newsroom	Group activity	Practical test Independent work Team work

Nr. Crt.	Chapter	Activity **Lesson 1** **To knew the secrets of journalism**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 1 **Development of communication skills (oral and written)**	1.1. Hello!	Hello, we are the **„Wow!"** **Magazine** newsroom and we want to take you in our team!	13-17 years	Intrapersonal	We ask to present themselves and to find a word to describe journalism
		1.2. Jurnalism - open way for the most successful professional careers	Presentation see **Appendix 1** Presentation movies	13-17 years	Verbal - Linguistic	Defining and describing journalism Identification of the journalist types
		1.3. Advantages and disadvantages of working as journalists	Presentation see **Appendix 2** Advantages and disadvantages of working as journalists. Select two advantages and two disadvantages that characterize you.	13-17 years	Verbal - Linguistic	Detecting advantages and disadvantages of working as journalists
		1.4. Assessment	Fill in the table from **Appendix 3** and e-mail it	13-17 years	Intrapersonal Verbal - Linguistic	Ability to synthesize information
		1.5. Homework	Register on site and post the cover or image of a preferred publications/media source.	13-17 years	Intrapersonal Verbal - Linguistic	Starting point to know the wishes of students

Nr. Crt.	Chapter	Activity **Lesson 2 The journalist personality**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 1 Development of communication skills (oral and written)	**2.1. Let's present ourselves!**	It is available to students' flash cards with letters and each one must choose a letter that the name suggests, the most important quality and a hobby. We obtain an overview of the group emphasizing the qualities of everyone and the reasons for choosing the profession.	13-17 years	Intrapersonal – Socialization Verbal - Linguistic	Knowing the group of students
		2.2. The features of a quality journalist	Presentation see **Appendix 1**	13-17 years	Verbal - Linguistic	Defining the journalist and describing the qualities he must possess. -manage to identify important features of a journalist
		2.3. The journalistic ethics	Presentation see **Appendix 2**	13-17 years	Verbal - Linguistic	Description of the ethical principles of journalism Identifying the main forms of aggression to privacy
		2.4. Homework The interview	Complete the Quiz from **Appendix 3** and make a characterization of your colleagues	13-17 years	Intrapersonal – Socialization Linguistic	Effectively respond to people around by approaching and understanding their feelings
		2.5. Assessment Photojournalism	Make a photo exhibition with the personality types that revealed them to by your classmates See **Appendix 4**	13-17 years	Intrapersonal Practic Linguistic	Use the information gathered as a communication mode. Transpose in practice the work of journalist

Nr. Crt.	Chapter	Activity **Lesson 3 Information sources**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 1 Development of commu-nication skills (oral and written)	3.1. Hello!	A brief introduction and transition to the next topic	13-17 years	Intrapersonal	Grip
		3.2. Open sources of information	Presentation see **Appendix 1**	13-17 years	Verbal - Linguistic	Defining and describing open sources of information. Can identify the source of correct information for a particular topic / theme
		3.3. Information Network	Presentation see **Appendix 2**	13-17 years	Verbal - Linguistic	Description of a network of human sources of information Identifying the types of information provided by human sources
		3.4. Homework	Complete the table from **Appendix 3** and e-mail it	13-17 years	Intrapersonal Verbal - Linguistic	Strengthening the knowledge gained
		3.5. Assessment	Using the profile competition method conductedrealize a school profile identical to the profile of the school that you belong, in the same city, in the country or abroad. **Appendix 4**	13-17 years	Intrapersonal Verbal - Linguistic	Putting into practice the theoretical information

Nr. Crt.	Chapter	Activity **Lesson 4 Print media: the newspaper, the magazine**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 1 Development of commu-nication skills (oral and written)	4.1. Hello!	On a flipchart is presented a table with two columns, one with the word newspaper and another with the word magazine. Each child will write into columns what word / phrase comes to their mind when they think of newspaper / magazine.	13-17 years	Intrapersonal Verbal - Linguistic	We ask to present themselves and to find a word that describes a newspaper or magazine
		4.2.	Presentation see **Appendix 1**	13-17 years	Verbal - Linguistic	Defining and describing the press
		4.3.	Presentation see **Appendix 2**	13-17 years	Verbal - Linguistic	Types of publications
		4.4. Assessment	Complete the quiz from **Appendix 3** and made a tabulation with the results obtained	13-17 years	Intrapersonal Verbal - Linguistic	Ability to synthesize information
		4.5. Homework	Realize a top ten with the most known and loved publications from the printed media	13-17 years	Verbal - Linguistic	Use the information gathered putting into practice the work of journalist

Nr. Crt.	Chapter	Activity **Lesson 5 Publication content**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 1 Development of commu-nication skills (oral and written)	5.1. Hello!	Children listen a readed recent news	13-17 years	Intrapersonal	Require children to say what they liked and not liked about the news they head
		5.2. The publication content	Presentation see **Appendix 1**	13-17 years	Verbal - Linguistic	The most important content of publications
		5.3. The news	Presentation see **Appendix 2**	13-17 years	Verbal - Linguistic	What is news?
		5.4. Assessment	Write a story about a recent event happened in school	13-17 years	Intrapersonal Verbal - Linguistic	Writing a news respecting the structure taught
		5.5. Homework	Children choose a story from a publication and a check it from at least three sources See **Appendix 3**	13-17 years	Intrapersonal Verbal - Linguistic	The objectivity of the little journalist

Nr. Crt.	Chapter	Activity **Lesson 6 Microsoft Office**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 2 **To acquire theoretical and practical knowledge of using Microsoft Office tools**	6.1. Hello! Favorite cover!	We present to the students three covers of some magazines - **Appendix 1**	13-17 years	Intrapersonal	Choosing a cover that respects the drafting and design rules
		6.2. Microsoft Office Programs	We present some programs for realization of magazines https://www.youtube.com/watch?v=r01h26Uor-8- **Appendix 2**	13-17 years	Verbal - Linguistic	Familiarity with useful programs in drafting and imaging
		6.3. Rules for editing a magazine	Presentation see **Appendix 3**	13-17 years	Verbal - Linguistic	Learning the rules of writing journals
		6.4. Assessment	Realize and post online an one page article	13-17 years	Intrapersonal Verbal - Linguistic	Conceiving an article that can be inserted into the content of a school magazine
		6.5. Homework	Complete the table from the appendix and send it by mail. **Appendix 4**	13-17 years	Intrapersonal Verbal - Linguistic	Identifying preferences

Nr. Crt.	Chapter	Activity **Lesson 7 Search engines. Documentation The journal**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 3 To develop the capacity of reality investigation-exploration and documenta-tion using INTERNET network	7.1. Hello!	Students will be asked to answer a quick test. **Appendix 1**	13-17 years	Intrapersonal Verbal - Linguistic	Grip
		7.2. Search engines	To obtain information from online environment we recourse to search engines. The question arises: "What search engine do you use most often?" Presentation see **Appendix 2**	13-17 years	Intrapersonal Verbal - Linguistic	Identifying search engines for information in the online
		7.3. Documentation The journal	To realize an article, a journalist is required to document information from multiple sources, to analyze the information obtained and to select and retain only the adequate one. See **Appendix 3**	13-17 years	Intrapersonal Verbal - Linguistic	Identify the steps necessary for proper documentation regarding an article Making an electronic diary
		7.4. Assessment	Fill in the evaluation form shown in **Appendix 4**	13-17 years	Intrapersonal Verbal - Linguistic	Checking the knowledge gained in this chapter
		7.5. Homework	Making an electronic diary. See **Appendix 5**	13-17 years	Intrapersonal Interpersonal Verbal - Linguistic	Making an electronic diary on a subject chosen by student

Nr. Crt.	Chapter	Activity **Lesson 8 Safe Internet**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 3 To develop the capacity of reality investigation-exploration and documenta-tion using INTERNET network	8.1. Hello!	Respond quickly! - Session of quick answers to questions: "What is safety?" "Where is safety necessary?" "In what context we use the word safety?" **Appendix 1**	13-17 years	Intrapersonal Verbal - Linguistic	Grip Introducing to the subject of activity
		8.2. Online Safety	The digital age gives us much information that we take from online environment. The Internet has advantages and disadvantages. A few simple rules, but clearly, protects us when surfing on the Internet pages. See **Appendix 2**	13-17 years	Intrapersonal Interpersonal Verbal - Linguistic	Learning the rules to stay safe online
		8.3. Assessment	Choose the right answer! **Appendix 3**	13-17 years	Intrapersonal Verbal - Linguistic	Checking the knowledge gained in this chapter
		8.4. Homework	Based on what you learned in this chapter and after viewing the clips presented in **Appendix 4**, express your point of view on how to stay safe online, through a drawing, collage, essays, PowerPoint presentation, etc.	13-17 years	Intrapersonal Verbal - Linguistic	Making a drawing / collage / power point presentation about safe Internet

Nr. Crt.	Chapter	Activity **Lesson 9 The newsroom**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 3 To develop the capacity of reality investigation-exploration and documenta-tion using INTERNET network	9.1. Hello!	Presentation see **Appendix 1**	13-17 years	Intrapersonal	Position in the organization chart
		9.2. The structure of a newsroom	The newsroom structure: establishing the roles for making the magazine. **Appendix 2**	13-17 years	Verbal - Linguistic	Motivating students to write articles
		9.3. The first work meeting!	Editorial staff /,,We learn to organize our work " **Appendix3**	13-17 years	Verbal - Linguistic	Developping skills to design and realize, in a team work, creative activities
		9.4. The magazine plan	Presentation see **Appendix 4**	13-17 years	Intrapersonal Verbal - Linguistic	Developping skills to design and realize, in a team work, creative activities
		9.5. Homework	Rezolvă testul! –see **Appendix 5**	13-17 years	Intrapersonal Verbal - Linguistic	Strengthening writing and correct speaking skills

Nr. Crt.	Chapter	Activity **Lecția 10 ”WoW” Magazine**	Activity description **(for on-line)**	Age	Type of intelligence developed	Learning objective
	Chapter 4 Final assessment	10.1. Hello!	A brief overview of the information gathered in previous meetings	13-17 years	Intrapersonal	Updating prior learning
		10.2. The magazine cover	Realizing the cover! Example **Appendix 1** https://www.youtube.com/watch?v=qbZtdcWvYeA	13-17 years	Verbal - Linguistic	Use editorial equipment
		10.3. Gathering material for magazine	Presentation see **Appendix 2** Editing the magazine	13-17 years	Verbal - Linguistic	Acquiring information and skills, students will be able to edit a magazine
		10.4. Posting in the online environment	Magazine release into the on-line environment - Website / Facebook. After verifying the magazine contents and design (the exterior and interior covers specifying thr editorial staff) the magainr is posted in the online environment.	13-17 years	Intrapersonal Verbal - Linguistic	
		10.5. Assessment	The feedback from those who are visiting the page magazine / No. ofvisitors (comments, likes, etc.).	13-17 years	Intrapersonal Verbal - Linguistic	

APPENDIX 1:

Chapter 1, Lesson 1, ACTIVITY 2

A journalist is a person involved in literary or journalistic activity around a periodic appearances (publication or, by extension, television, radio, or Internet broadcast, etc.). The journalist, when in question is an affiliated person of a publication (newspaper, magazine etc.), it is called pressman or newspaper man. To realize materials involving interaction with others (reports, interviews), the delegated journalist is called reporter. Sometimes, technical assistants (photographers, operators, etc.) of a reporter are also called journalists. Originally, the word 'journalist' have the same meaning as "pressman" or "newspaper man", but has expanded the meanings in recent years as a result of developments of the similar English word, journalist. In addition, the English word covers the critical meaning of the word in Romanian; for example, music journalist phrase translates as “music critic”.

All specific activities and skills that show a journalist in this regard is called journalism.

Journalism is a field of study in contonous development and open to the most successful professional career. It forms communication skills with the public and manages to represent its interests, making them known. It can serve as a media reporter, specialization in public relations, publishing editors and librarians etc.

https://www.youtube.com/watch?v=4rSzP8vvVj4

https://www.youtube.com/watch?v=GTlSTsUwWBs

APPENDIX 2:

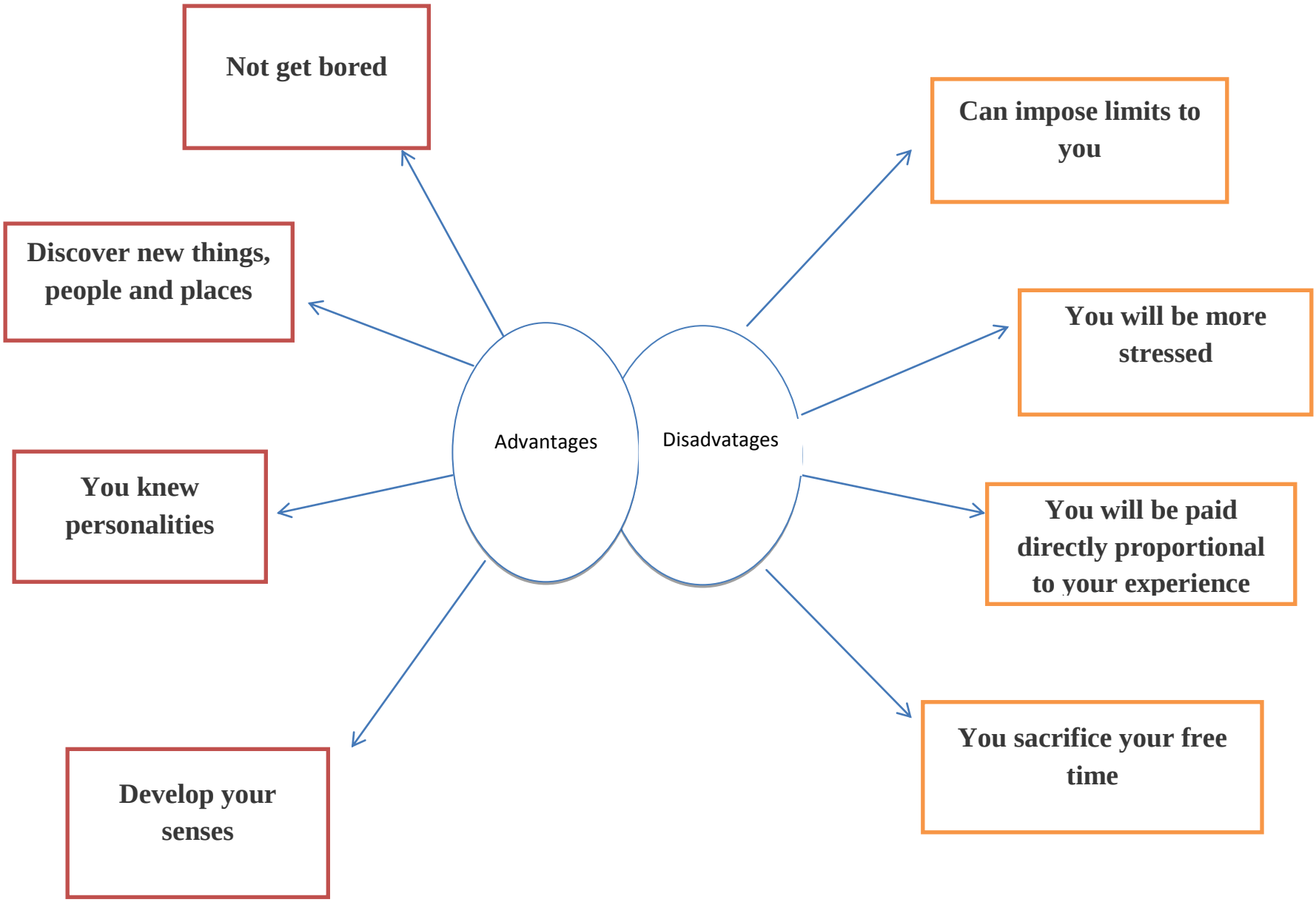
Chapter 1, Lesson 1, ACTIVITY 3

Advantages of the journalist profession

- **Not get bored**
  In the media there is not monotony. Daily you are doing something different; always meet new people with different stories.
- **Descover new things, people and places**
  As a journalist you have the opportunity to travel more than in other professions. Moreover, you are always interacting with everything around you, you have access to certain information that others can not reach and your work can be seen and appreciated by a large number of people.
- **You knew personalities**
  The journalism facilitates you the access to meetings with personalities, actors, athletes, singers, authors or other public figures.
- **Develop your senses**
  As a journalist you learn to be more responsive and attentive to details, at what is happening around you, at how people behave, at their language verbal and non-verbal

Disadvantages of the journalist profession

- **Can impose limits to you**
  One of the biggest disadvantage is the fact that in certain situations, you can not write freely about whatever you want, but you are simply forced to do what the higher position people are telling you to do, most often for political reasons
- **You will be more stressed**
  This refers in particular to the pressure of deadlines, the time that you have to write an article or make a report.
- **You will be paid directly proportional to your experience**
  In the first years of work, some young journalists are paid as simple collaborators or do voluntary work and from this point of view this profession can be categorized as rather pretentious.
- **You sacrifice your free time**
  Like in the case of a man from PR, your leisure will suffer. That's because when an accident happens, for example, you have to go to the spot.


Not get bored
Discover new things, people and places
You knew personalities
Develop your senses
Advantages
Disadvatages
Can impose limits to you
You will be more stressed
You will be paid directly proportional to your experience
You sacrifice your free time

APPENDIX 3:

Chapter 1, Lesson 1, ACTIVITY 4

Check the appropriate box to your response!

- **1-** *In very limited extent*
- **2-** *In a small measure*
- **3**- *Moderate*
- **4-** *In a large measure*
- **5 –** *I understand very clearly*

	1	2	3	4	5
I can define journalism					
I identify my needs and desires					
I understood the advantages and disadvantages of working as journalists					

APPENDIX 1:

Chapter 1, Lesson 2, ACTIVITY 2

The features of a quality journalist

The journalist – person who collects and disseminates one or more information about current events, people, trends and issues
- person involved in literary or journalistic activity around a periodic appearances

The journalist's qualities :

1. Fair - by covering events far from his own beliefs or political preferences.
2. Equidistant - in his stories he must be able to obtain information treating the subject from a position that does not allow tilting the balance toward an opinion or another.
3. Independent - independence is not financial, but rather a pshychological independence.
4. Source of truth - he must always seek the truth, to document better and then to submit those being rooted the qualities mentioned. The ideal journalist has many sources, many and reliable and knows how to work with them.
5. Honest – quality that occupy an important place among the qualities of an ideal journalist, referring mainly to the financial side. Journalists should not be tempted to accept material goods in exchange for hiding or disclosure of information, and thus preserving the previous quality - "presentation of truth".
6. Brave - the courage to ask difficult questions, the courage to publish something in detrimental to some important people, the courage to tell the truth, the courage to support the story no matter the situation, the courage to report from the spot, the courage not to give in to pressures.
7. Sociable - and for this it needs a dose of charm. He needs that people who come into contact with, especially sources, to confide in him as to a friend, allowing by that to get more information.
8. Polite - regardless to any situation and not to have a break down when is placed in extreme situations.
9. Punctually - time is sacred for journalists and the ideal journalist knows that. He should arrive on time in place of the press conference, he need to write down information in real time, he must prepare the journalistic material in a short time. The journalist must be a small Cronos, meaning to control his time better, and to divide it according to the work he must do so.
10. Cosmopolite - have flexible thinking, have large knowledge in various fields (history, politics, and culture), and always have the right people around him.

APPENDIX 2:

Chapter 1, Lesson 2, ACTIVITY 3

Journalistic ethics

Ethics, in a general sense, is a branch of philosophy that seeks to elucidate the moral issues through a cognitive approach. Professional ethics can be defined as a set of rules of conduct established in the workplace between employees, between them and the employer, between the employing institution and society.

The fundamental principles of journalistic ethics are:

• Respect for the individual
• Veracity of facts (principle of truth, fairness information)
• Public interest
• Loyalty (to the public, to the media, to the professional community)

Respect for the individual

The person is seen here as a human being with social identity (name, likeness, ethical and legal rights) and social presence as a being endowed with consciousness. From the perspective of journalistic approach, the ethical principles that should govern the protection of the person are:

- The person right to privacy
- Victim protection and protection of personal dignity
- Respect for difference and beliefs
- Equality as a norm of social life.

Main forms of aggression to privacy:intruziunea

- The disclosure of embarrassing facts
- Putting in a false light
- Advertising their name and image without the subject permission.

Examples of intrusion by a journalist

- Violation of home property - property infringement
- Infringement of intimate private space without person’s consent
- Breach of privacy itself by revealing actions from public space, but having private character

- Violations of intimacy in the private space, but which have public character
- Advertising private domain: home or other form of property, work space, intimate scenes and acts (of family, of group), personal documents, photos etc.

Disclosure of embarrassing facts - refers to the specific content of the journalistic message. Embarrassing facts of a person may have public character, but are not public interest, and others relate to advertising personal life: medical information, family, emotional, financial, etc. Embarrassing facts can occur through self-effort of the journalist (story telling, movie shooting, direct photo shooting) or by an average contribution of state bodies that do surveys, but are not public interest.
Presentation of a person in a false light - refers to tendentious interpretation, obviously interested, of real facts, association of brutal facts, unidirectional, reductionist interpretation thereof in order to damage the honor or dignity of a person.
Publicity of a person image and name without the person consent – is related to the editorial approach and less to documentation. It is about unfair advertising to privacy of persons, whether in are public space or in private one.

The principle of veracity, of accuracy of the facts

Presentation of truth must be fundamental for journalists, because the truth is the main source of their legitimacy and credibility. The min criterion of assessment (measurement) of truth in journalism is the correctness of the facts presented,meaning that the journalist does not tend towards a universal and absolute truth, but only for one factual. What the journalists always public is following of a spontaneous agreement between the public, journalists, editors and owners regarding the public relevance or the relevance for the public of an event, fact, happening. From the perspective of the writing material, the truth would mean:

- determining the nature of the event, the causes, consequences, the people involved and those responsible
- editorial accurate presentation of the event in his fundamental data
- complete presentation of the event
- disclosure of the sources nature and their level of credibility
- granted the right to review for all those significantly involved in the event
- avoiding personal involvement
- presentation the fact according to it’s social importance

Conclusions: Journalism should be a vocation because the people that practice it will have a great social responsibility; it will be the one who will inform, educate and shape the public cultural taste.

APPENDIX 3:

Chapter 1, Lesson 2, ACTIVITY 4

"To put revealing questions, highlighting only the essentials of the replies and going directly to the most human aspects of the story" - this points a famous writer, Garcia Marquez, the marks of a successful interview.

When you write the questions for an interview, you must:

- **document** about the person who you will interview
- establish what you want to know from the interviewee (**the topic**)
- establish why it is relevant to know those things (**use** for something?)
- decide who is the audience (**who will read your interview?)**

Interview with the theme: Know your classmates personality

1. Five qualities that highlights you?

Kindness	Friendship	Gentleness	Sincerity
Fidelity	Nobility	Humanity	Wisdom
Fate	Pride	Selfishness	Individualism
Caprice	Emotivity	Smartness	Work

2. What is your personal quality that stands out most among friends and best describes your state of being?

Kindness	Friendship	Gentleness	Sincerity
Fidelity	Nobility	Humanity	Wisdom
Fate	Pride	Selfishness	Individualism
Caprice	Emotivity	Smartness	Work

3. What are your preferences? What do you like do to most?

What should you do more?	
How to rest?	
Based on horoscop, you are?	
What you dream often?	

4. What style of clothes you love to wear?

Classic	Sport	Modest	Combined
Extravagant	Free style	Comfortable	Suits

5. Your interpersonal relationships:

With parents	*Very good*	*Good*	*Not so good*
With brothers/sisters	*Very good*	*Good*	*Not so good*
With relatives	*Very good*	*Good*	*Not so good*
With friends	*Very good*	*Good*	*Not so good*
With kiths	*Very good*	*Good*	*Not so good*

6. Do you have moments in life that you remember with nostalgia (reluctantly)?

Yes, there are many moments which I wish to return	I do not want to remember the past. I live in the present.	Does not exist. All that was in past is forgotten.

7. How is described your teenage life?

I am pleased with everything that is happening and has happened and I feel quite fulfilled.	With disappointments but eventually I am not let myself so easy	Tragically, many rhinestones, tears, despair. Sometimes I lose and I do not understand myself

8. Three words about *Mom*
9. Three words about *Dad*

What do you like most about yourself?
You think you have any shortcomings or should you change some behavioral attitudes?
Which?
What are your plans for the future?

Rules for an interview
We record everything and note the important landmarks of the discussion
We try not to get involved emotionally
We try to understand the interviewee, but we will not take any attitude
We will be careful and respectful
We will keep eye contact - calm
We respect the intimacy and the privacy of interlocutors
We wil let him to "lead" the interview
We will wait for the answer to questions, we will not rush to formulate the answer in his place
We will not interpret the words of the interviewee.

APPENDIX 4:

Chapter 1, Lesson 2, ACTIVITY 5

Photojournalism

Starting from the answers given by colleagues / friends and analyzing the information obtained, performed an exhibition of photographs that were shot the colleagues or friends activities, discovering the personality types found in the interviewees. You can call the exhibition "I in the mirror".

Supporting information:

- Age
- Gender
- Way to interact with family, group of friends
- Hobbies
- Personality type
- Carrier

APPENDIX 1:

Chapter 1, Lesson 3, ACTIVITY 2

OPEN SOURCES OF INFORMATION

Currently there are two major categories of open sources of information - the classic / traditional and online - each with their specific types of sources. The two categories of open sources of information are distinguished by:
- appearance of the broadcast media;
- the content features;
- the characteristics of the dissemination type.

The **classic / traditional sources** of information are:

- periodicals - newspapers, magazines, books, documentaries, brochures, studies, etc.
- radio and tv
- official data - government reports, budgets, demographic statistics, hearings, legislative debates, press conferences, speeches
- data and information from professional and academic environments - conferences, symposiums, documents drawn up by professional associations, academic papers in various fields
- geospatial data - satellite images, maps, atlases, environmental information, etc.

Online information sources are represented by any digital media product that is interactive and distributed through computer network: virtual encyclopedia, virtual libraries, blogs, forums, and virtual worlds, social networks (social media), online edition of the classic media, etc.

Online sources of information record a real progress. If the original media trusts have considered the Internet a threat to classic printed media, now resorted to supplement funds allocated online editions, setting up specialized departments, updating sites several times a day, launching blogs and forums discussions, providing multimedia content and free items or not in the print version of the publication. It can be noted that some of the media trusts only resorted to online editions of newspapers / magazines and also transmission of the TV shows online.

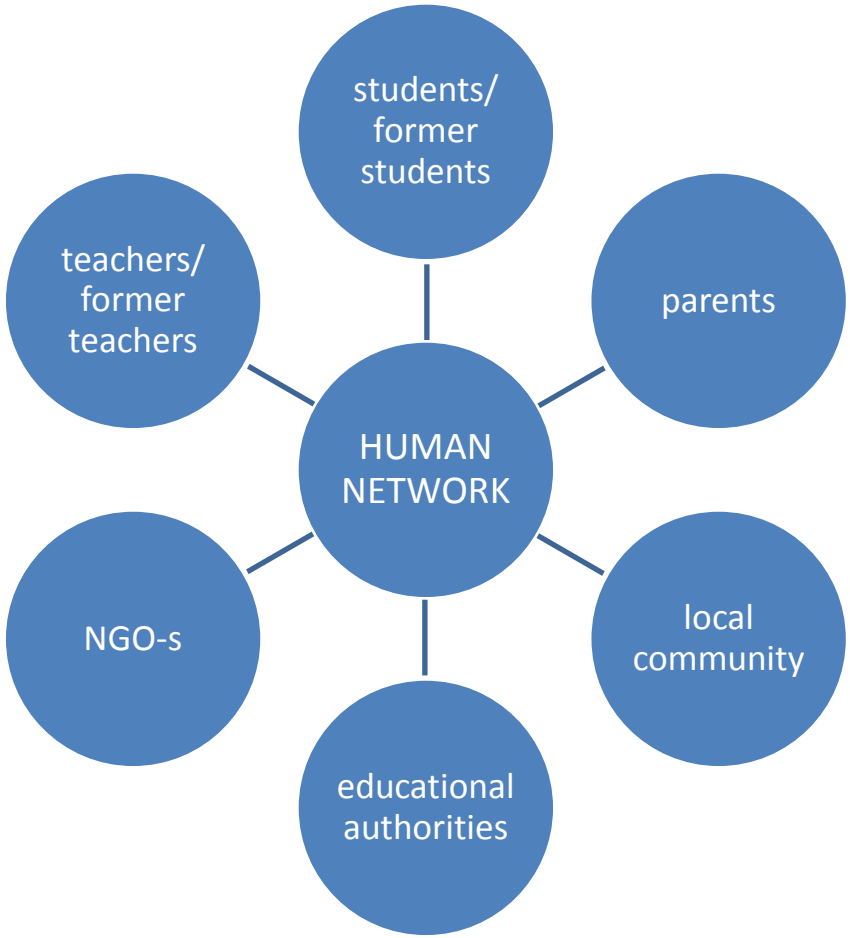
APPENDIX 2:

Chapter 1, Lesson 3, ACTIVITY 3

HUMAN SOURCES FOR INFORMATION

To achieve press topic the information can be obtained by using networks of human sources.

Starting with the model below, notes for one press news chosen by you, what kind of information you can get from each human resource.



APPENDIX 3:

Chapter 1, Lesson 3, ACTIVITY 4

1. Put following information sources in the table:

CNN.com
TVR Cultural
Tribuna Învăţământului
didactic.ro
edu.ro
Europa FM
educatie.inmures.ro
YouTube
Facebook
dex.ro
Atlas Geografic
clopoțel.ro
LinkedIn
Gazeta Sporturilor
viitoriolimpici.ro

Traditional sources	Online sources

2. Give example, in order of preference, of 5 links that you use to obtain information.

APPENDIX 4:

Chapter 1, Lesson 3, ACTIVITY 5

PROFILE OF COMPETITION

Starting from open sources and analyzing the information obtained, realize through competition profile method, a description of a school with profile identical to the school that you belong, in the country or abroad.

Supporting information

- The year the school was founded
- Public / private educational system
- School profile
- Educational offer
- Curriculum
- School staff
- Endowments
- School projects

APPENDIX 1:

Chapter 1, Lesson 4, ACTIVITY 2

DEFINITION AND DESCRIPTION OF PRESS

The press consists of all elements of the media dealing with news delivery. These are newspapers, magazines, radio, television and the Internet (online publications and blogs). The written press is the oldest and most diverse field of media. This includes newspapers and magazines which are designed to keep the public updated with the latest events. The easiest classification criterion regarding to written press is the rhythm of appearance; there are daily, weekly, monthly, quarterly, and half-yearly and yearly publications. By the range that the newspapers are distributed, the newspapers can be central, regional or local. By the type of information, they can be with profile general or specialized in news from sports, economic, etc. The magazine is a periodic appearance that includes articles, studies, reports, and notes from various fields or in a particular specialty (for children, culture, music, science, fashion, financial information, etc.).

Print media has the character of an indirect communication because the interlocutors are not physically present and multiple, because the writer addressed to several receivers.

Print media has advantages and disadvantages. Among the advantages we can mention that are an important source of prestige; the emergence of a story about an institution in a newspaper that has a wide distribution and credibility strengthens its reputation. Also written press, ensure distributing information on a wide area and in different social environments. Print media has, however, some disadvatnages. For example, the news contains available information only for a short period of time. Because of the reduction of readership and rising production costs, the printed press must allocate more space to the commercials and ads. Reading newspapers is not equal, the reader does not read all the pages and headings, but only those in which is interested or was accustomed.

APPENDIX 2:

Chapter 1, Lesson 4, ACTIVITY 3

Types of publications

Magazines

Newspapers

Journals

Series

Annuals

Works of conferences, congresses

Magazines - are periodicals on specialized fields or for general information that appear under the same title at regular intervals. The term includes both scientific magazine and illustrated magazine

Newspapers - are periodicals occurring at very close intervals (daily, twice weekly, weekly). They are edited to provide the latest information on timeliness.

Journals (specialized magazines) are periodicals dedicated to a field and for designated for research and learning.

Series – are a group of separate publications, with its own title, a title shared with the whole group (series title). And could or could not be numbered, and within the series are both monographs and serials.

Annuals - are publications which appear annually but can be edited and quarterly, biannually or at more years at time. These contain reports, encyclopedic works, and almanacs.

Works of conferences - can be considered monographs or serials

Workshop:

Children divided into two groups will choose two types of publications and will list those known. Each group will present their own list and will tell which one they like more, arguing the choice.

APPENDIX 3:

Chapter 1, Lesson 4, ACTIVITY 4

Questionnaire

1. Your gender is :
Male
Female

2. Your age is :
Under 10 years
10- 13 years
13-18 years

3 At what school do you learn?
Public
Private

4. What type of source of information you choose daily ?
TV
Radio
Print media: newspapaers, magazines, publications
Internet

5. Regarding to the print media, you consider it is :
A way to inform, but not the most important
The most important way of information of the society
One way of development the general culture
A method of leisure

6. How much time do you spend reading the newspapers, daily?
Under 30 minutes
1 hour
1-2 hours
Over 2 hours

7. What are your favorite publications?
…….....
…….

8. What determined you to choose the aforementioned publications?
Curiosity
TV advertising
Parents / friends recommendation

APPENDIX 1:

Chapter 1, Lesson 5, ACTIVITY 2

THE PUBLICATIONS CONTENT

1. **The news** is a journalistic genre that presents an action and puts it in a communicable form. It is a brief communication of a social event or the result of a unique knowledge or expressions of ideas. The news arises from the confluence of three elements:

    1. an event involving some type of action
    2. an information that relates the event
    3. a public to whom are addressed the news

The news answers the following questions:

WHO?
WHAT?
WHERE?
WHEN?
WHY?
HOW?

2. **The narration** is an intermediate form between news and reportage, representing expanded news that tries to answer textual by description. It is a larger story than the news written at the third person, on facts absolutely real. More than any other genres, narration compel the journalist to be present at the event and to inform objectively about what happened.

3. **The report** is a journalism species using artistic methods that inform of events, situations, achievements on the basis of documentation on the spot. The purpose of writing a report is to make the readers to see, hear, feel what journalist itself heard, saw and felt.

Geo Bogza wrote that "The report should be a fragment of life from which some people understand what life is, and others how to live the life."

APPENDIX 2:

Chapter 1, Lesson 5, ACTIVITY 3

THE NEWS

Definition

1 The news means pure information. Without it, no newspaper could claim to exist. The central element of news is the facts (what happened)

2 The news is an answer of a few questions: **Who?** (has done) **what?** (has done) **When?** (has done) **Where?** (has done), **Why**? (has done) and **How**? (has done). Without these answers, we can not speak of complete news.

3 Not just any information can be news. To be considered news, information must have a lot of qualities. Novelty is the most important quality of news. Therefore, the shortest definition of news might be: something we found out now.

The essential parts of written news are:

a. introduction or the head of news; is the core of the essential information, summarizing key information. It must be both informative and incentive. In essence, it must capture the reader's attention and invite him to reading.

b. the body of news that develops introduction; It contains data that explains and deepens introduction, explanations that help to placing events in context and a series of secondary data that complete the image of the facts. Background still has its place in this part of the news.

c. the end of news that must be memorable and fix in the mind of the reader the event

We note briefly about the news:

– It is the most concise journalistic genre;

– It is a type of information;

– Represent a short story of a fact or event;

– Exclude any personal opinion of the journalist.

APPENDIX 3:

Chapter 1, Lesson 5, ACTIVITY 4

Knowing that it is extremely important that the information must be true, supreme rule that we have to respect is of crossing sources. That means that information must be verified from multiple sources, preferably at least three.

Potential sources:

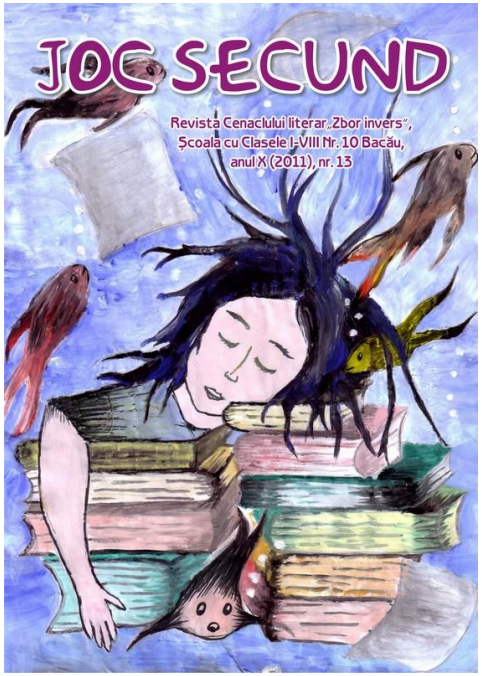
- Ordinary people
- Promo sites (leaflets, brochures, newsletters, publications whose purpose is to promote)
- Institutions in charge of education and research
- Police and hospitals
- Army and Church

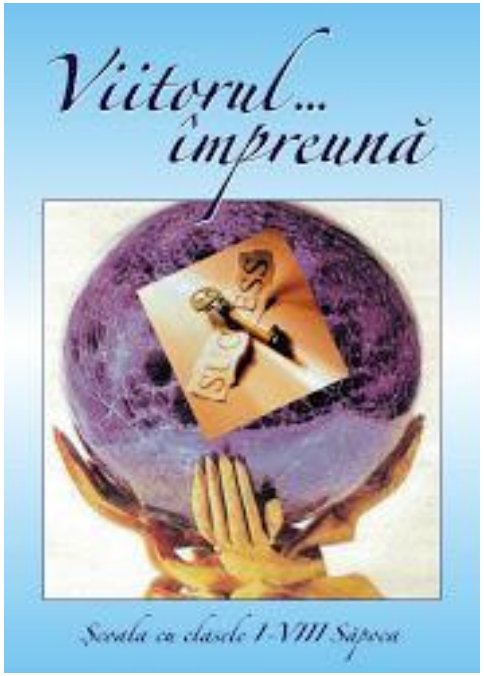
APPENDIX 1:

Chapter 2, Lesson 6, ACTIVITY 1

The favorite cover!

Choosing a school magazine cover.





APPENDIX 2:

Chapter 2, Lesson 6, ACTIVITY 2

Microsoft Office programs

https://www.youtube.com/watch?v=r01h26Uor-8

APPENDIX 3:

Chapter 2, Lesson 6, ACTIVITY 3

Page Types

The cover of a magazine is its business card. Its design shows often that not always a central theme can be a good illustration for the title. In such cases, it is recommended that the theme not to be shown through illustration, but as text. If you put a picture on the cover, it must be suggestive. The writing must be legible. Cursive writing should be avoided. The cover appearance reveals to reader the magazine character.

For a magazine the illustration on the cover it is important. Avoid graphics or drawing. As a rule, put a photo. If this is a person, it must look forward. This way it is established an eye contact with the reader.

Standard pages contain themes that appear regularly in magazine. They can be: magazine page, advertising type, opinion type, comments type, etc. To avoid monotony, it requires a variation through images or objects of different sizes. The composition of such a page should consider the theme of the main article from the page. Title of the article will be written with other characters. The article will thus draw the reader's attention. Same it is happening with big photos. After the head page article, other articles will be of medium size. You can add briefings.

A magazine can attract through discussing topics and illustrations. There are magazines specialized in specific areas or topics (literature, geography, history, etc.) that are designated for a particular audience. Some have varied content and categories include entertainment, information, rebus, essays etc.

The magazine content

The content of a magazine should be graduated because no reader will approach it like a book. He just read what interests him. First look at the magazine creates an impression on the content. The reader expects to see an article or information that “jump in the eye”. Then read, discuss with friends and recommend or not the publication. It's good that a rubric to have a place well established in a magazine that the reader will look for it from the beggining, if it is accustomed to the format of publication. This is very important for the magazine. Once established a structure of the magazine it is good that it be kept longer. A stable structure of the magazine is a basic tool for creating the link between the reader and the magazine.

APPENDIX 4:

Chapter 2, Lesson 6, ACTIVITY 4

Check the appropriate box to your response!

1- *In very limited extent*
2- *In a small measure*
3- *Moderate*
4- *In a large measure*
5 – *In very large measure*

	1	2	3	4	5
I like sports magazines.					
I prefer magazines with articles from all fields.					
I am talented at graphics.					
I prefer the human study.					
I am sociable, communicative.					
I like sciences.					

APPENDIX 1:

Chapter 3, Lesson 7, ACTIVITY 1

Quiz

Quickly respond to the following questions, by checking the appropriate box:

1- *Always*
2- *Often*
3- *Sometimes*
4- *Rare*
5- *Never*

	1	2	3	4	5
I am looking for information on a topic only on the Internet					
I go to the library when I am doing research on a topic					
I obtain information about a topic from close persons (family, relatives, friends, neighbors)					
I obtain information about a topic from people with experience in that field					
I obtain information about a topic from teachers					
I obtain information about a topic from all possible sources of information					

APPENDIX 2:

Chapter 3, Lesson 7, ACTIVITY 2

Search engines

A search engine on the Internet pages is a tool designed to search for information on the World Wide Web (www). A search engine (according to Wikipedia site) is "a software system that accesses the Internet automatically and frequently and that stores title, keywords and, partially, even the content of websites in a database. When a user uses a search engine to find information, a certain phrase or word, the search engine will look into this database and, according to certain priority criteria, create and display a list of results ".

Exercise:

Answer the question: "Which search engines are you using often?", completing the list below:

Exercise:

Write under the icons their names:

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Before you search for information using search engines, we need to establish exactly what we want to know. Statistics show that the choice of keywords necessary to obtain information represents 80% of difficulty of a searching. Intelligence specialists have recourse to a number of search techniques to filter information:

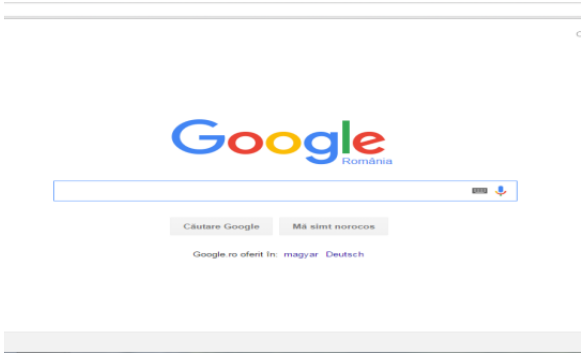
- using keywords;
- expressions or combinations of several keywords;

- grouping terms using parentheses;
- writing terms with lowercase letters;
- avoid using conjunctions, verbs, adverbs and adjectives;
- avoid too "long" requests (more than 6-8 words).

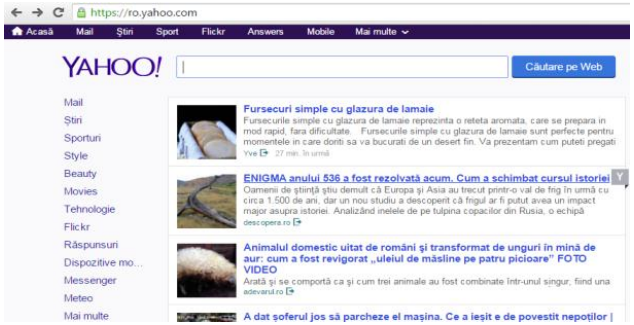
Following the request, the search engines display a variable number of pages-result. If this number of pages is too small or too large, it may be followed by a more refined search by changing keywords or the method of formulating, for extending or restricting the search area. Looking for information should not stop after the first source display, which provide information which we consider at the time satisfactory, but we must seek new, additional informations, using and other strategies, changing keywords, or use another search engine.

Various websites provide data on the most used search engines. The site http://www.hit.ro/internet-securitate/Top-10-cele-mai-bune-motoare-de-cautare-pentru-incepatori/10/, provides information on search engines, such as:

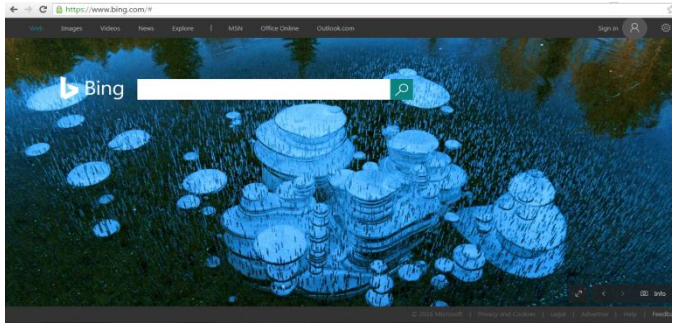
- Google, with the Romanian version google.ro



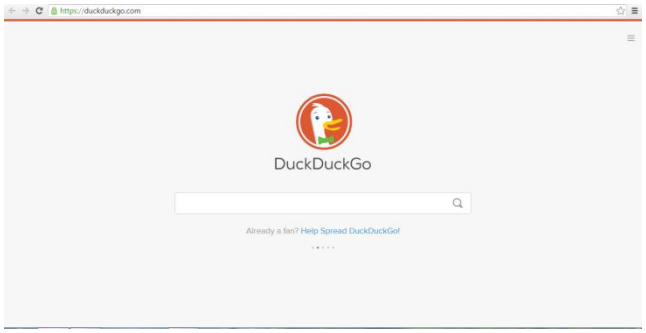
- Yahoo!, with the Romanian version ro.yahoo.com



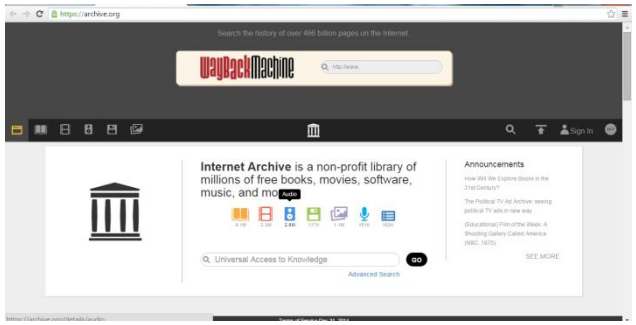
- Bing



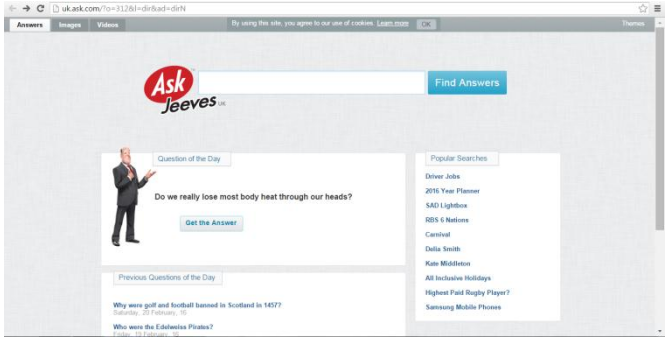
- Duck Duck Go



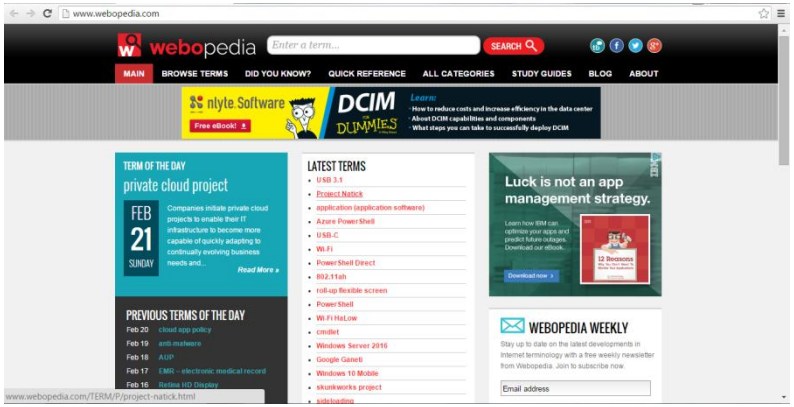
- The Internet Archive



- Ask



- Webopedia



APPENDIX 3:

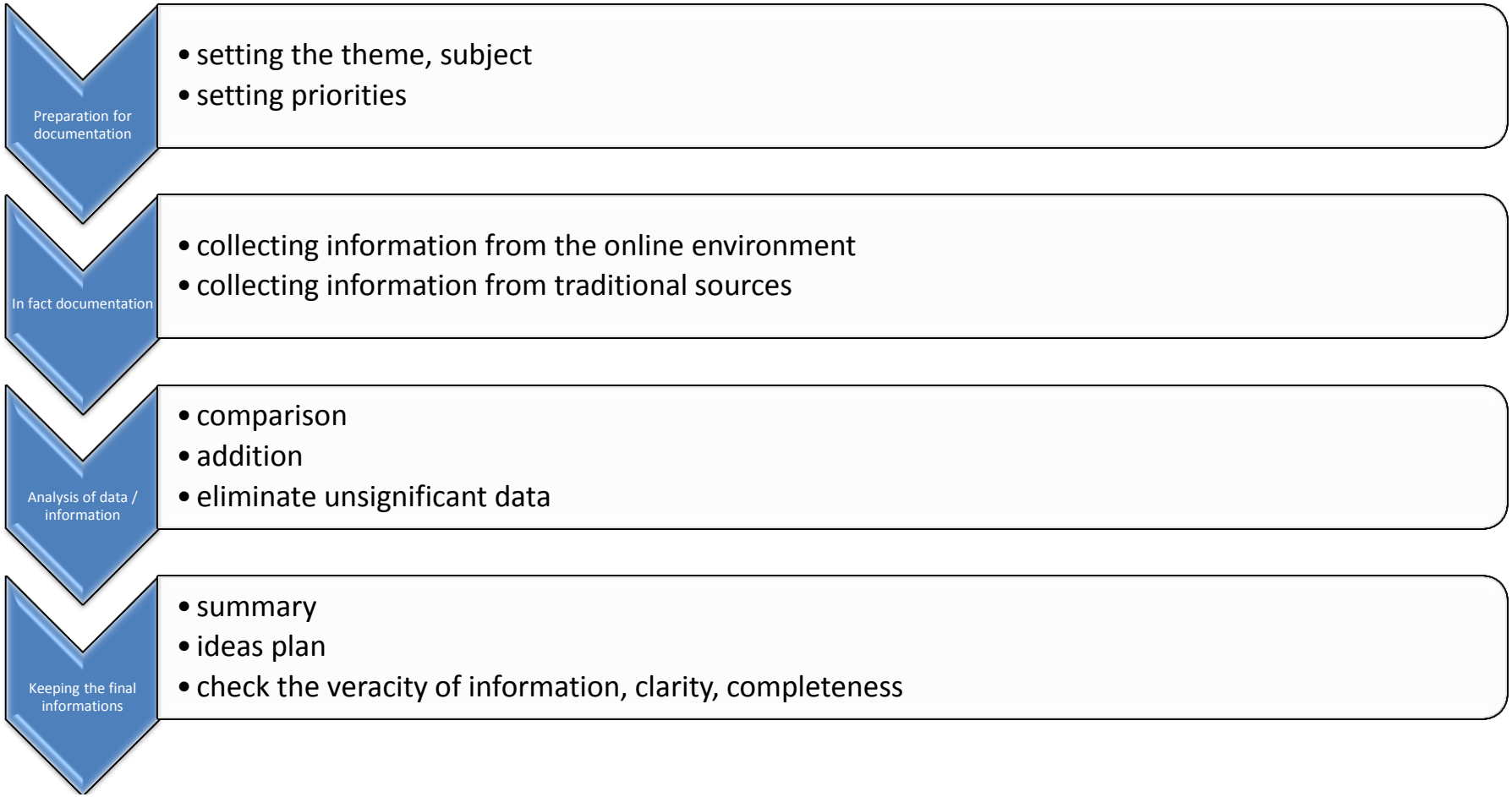
Chapter 3, Lesson 7, ACTIVITY 3

Documentation

Documentation for the collection of information or data requires taking steps, namely:
- establishing the requirements for seeking information;
- identifying the best sources and how they can be accessed.

Documentation for making a subject requires the completion of several steps:
a) preparation of documentation - setting the theme, the subject;
b) in fact documentation - gathering information using search engines on the Internet, and traditional sources;
c) analysis of data / information obtained. At the stage of analyzing information / data from various sources we should always keep in mind the credibility and quality of information sources and their value to the truth, accuracy, importance and timeliness of the information obtained. In this stage is made a primary processing of data / information by comparing and completing them. In comparing the information obtained we have in mind primarly the novelty / their importance today, considering what is different, you can note the similarities and differences in the information obtained for the subject chosen as the theme, complete the information previously obtained with new elements obtained from other sources, are deleted unimportant, insignificant information, or falling in too detailed or provides too specialized data;
d) keeping only the accurate and quality information. In thisstage we make a summary of all the information obtained, we can make a plan of ideas, writing the main ideas from information sources. Information collected should be:
- true
- clear, contain no ambiguities
- complete, not cut from context

Documentation



Documentation must be made from many sources, both traditional and new media:

- ✓ press
- ✓ audio-visual media
- ✓ Internet (social media, blogs, forums, electronic media, online media, etc.)
- ✓ conferences, symposiums, debates, speeches
- ✓ researches
- ✓ official data, reports, statistics

The Journal

The information obtained can be "stored" in a journal of the journalist, so to final editing of the article can always be reviewed, completed, updated.

The journal can be a notebook, a pocketbook, an agenda, where the journalist record in time information / data, to write an article. But, because we are in the digital age, it can be an electronic diary - for example, Padlet.
https://padlet.com/

This diary page can be customized by choosing a favorite design, writing the name of the journalist, can always be added comments, notes, can be inserted pictures, videos, audio files, quotes, documents, power point presentations, etc., and can be anytime updated and information that have lost their timeliness, removed.
Tutorial for using Padlet:
https://youtu.be/UuzciL8qCYM

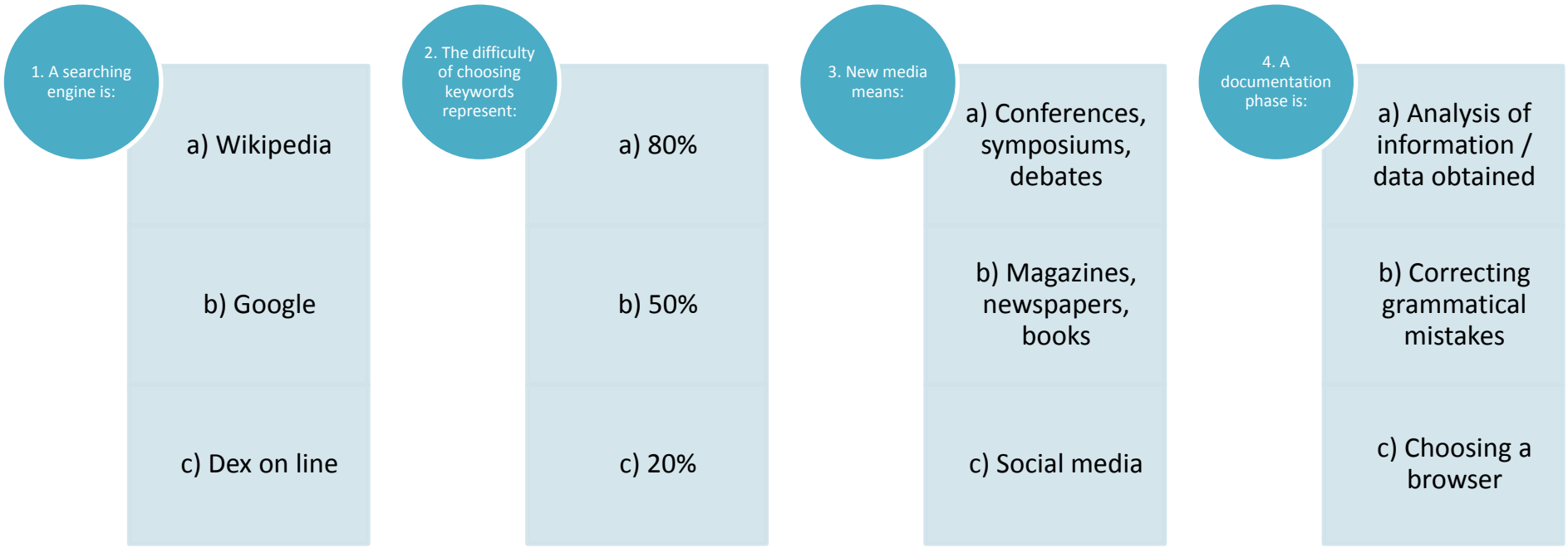
The retaining the information, especially in publishing them, always must mention the source, author / authors, including the author of the photos or images, always respecting copyright.

APPENDIX 4:

Chapter 3, Lesson 7, ACTIVITY 4

Assessment form

Answer to questions by checking the correct version:



Correct answers: 1b, 2a, 3c, 4a.

APPENDIX 5:

Chapter 3, Lesson 7, ACTIVITY 5

Homework

Using the link https://padlet.com/, realize an electronic diary, with events occurring over a period of 3-7 days, on a topic of your choice, such as:

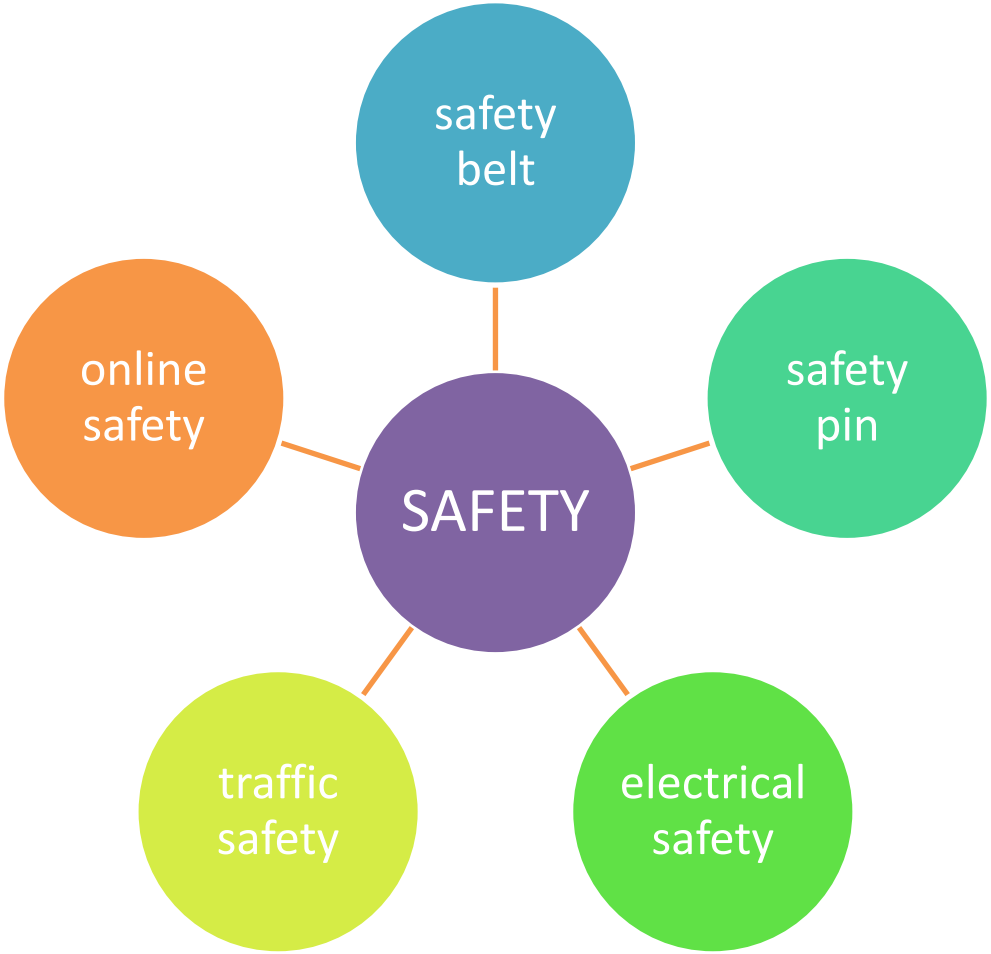
- activities from the program "A different school week: to know more, to be better!"
- a sporting event (football championship, Olympics, sports competition);
- a specialized conference;
- participating in a national or international educational project;
- preparing for a competition, exam;
- another of your favorite topic.

APPENDIX 1:

Chapter 3, Lesson 8, ACTIVITY 1

Definitions of the word safety, according to www.dexonline.ro

The word "safety" can be found as:



APPENDIX 2:

Chapter 3, Lesson 8, ACTIVITY 2

Online Safety

The Internet came into our lives, and we spend some time on the Internet, on social media pages, or searching information for school, for a place to spend our holiday, to communicate, to send or read e-mails.

But, when we surf on the internet we must take into account the dangers from there. The Internet has advantages and disadvantages. One of the disadvantages is the fact that in communication, we can not always see the person whom we speak (unless when in communication we use a webcam).

Journalism is now on line, too. As a journalist you can post articles on a personal blog, on a discussion forum, on the web page of a magazine or newspaper that you manage, or on their facebook page.

Rules on posting information online and administration of web pages:

- the information posted are true, and is being checked from at least two sources; always state the source both, for information and for photos;
- we will respect copyright; we will not publish videos, audios, articles, for which does not exist copyright;
- for the photos posted must be consent of the persons involved; we will not publish pictures of minors without parental consent or their legal representatives consent;
- the language used in posts to be adequate, polite, courteous;
- when we manage a page online, as administrator of the page, we will not disclose the password and we set to block all comments containing obscene language;
- setting blocking access to the website of people who do not respect the code of conduct in the online environment, etc.

The web site www.sigur.info offers guidance on safe use of the Internet:

- http://www.sigur.info/resurse-sigur-info/copii.pdf
- http://www.sigur.info/resurse-sigur-info/adolescenti.pdf

Lastly, the computer should be protected by installing an antivirus to block the user access to infected or unsafe / unprotected, to scan the material to be downloaded or to scan the email.

APPENDIX 3:

Chapter 3, Lesson 8, ACTIVITY 3

Assessment

Choose the right answer!

1. The password to a web page that you manage, or personal web page:
   a) I only know it
   b) Me and my friends know it
   c) I tell anyone asks me for it
2. Personal information such as full name, address, dayly program, school name, telephone number, parents' work place, etc .:
   a) I offer to anyone asks me
   b) I offer to my friends and relatives
   c) I do not give them to anyone
3. If a person from online environment upsets me, is using offensive words, is harassing (bullying) me:
   a) I respond in the same manner
   b) I tell that to my parents
   c) I tell thet to the first adult person I see
4. I am sure that the people I've known in the online environment are real, and they are who they say they are:
   a) always
   b) never
   c) sometimes

5. I act in the online environment respecting the rules of conduct that in any other social environment:
   a) always
   b) never
   c) sometimes
6. On my web page can post anyone, anything:
   a) always
   b) never
   c) sometimes
7. On my web page I can post any picture of anyone without asking the consent of the individuals concerned:
   a) always
   b) never
   c) sometimes
8. On my web page I do not need security and data privacy settings and data privacy:
   a) always
   b) never
   c) sometimes
9. In the online environment, I navigate only on web pages appropriate to my age:
   a) always
   b) never
   c) sometimes
10. A good digital citizen is one who:
   a) knows how to use digital technology and surf the internet
   b) knows to send emails
   c) use the Internet or other digital technologies to positive goals

Correct answers:

1a

2c

3b

4b

5a

6b

7b

8a

9a

10c

APPENDIX 4:

Chapter 3, Lesson 8, ACTIVITY 4

Homework

By watching the videos below and on the information gained in this chapter, make a drawing, or a collage, or an essay on how to stay safe online.

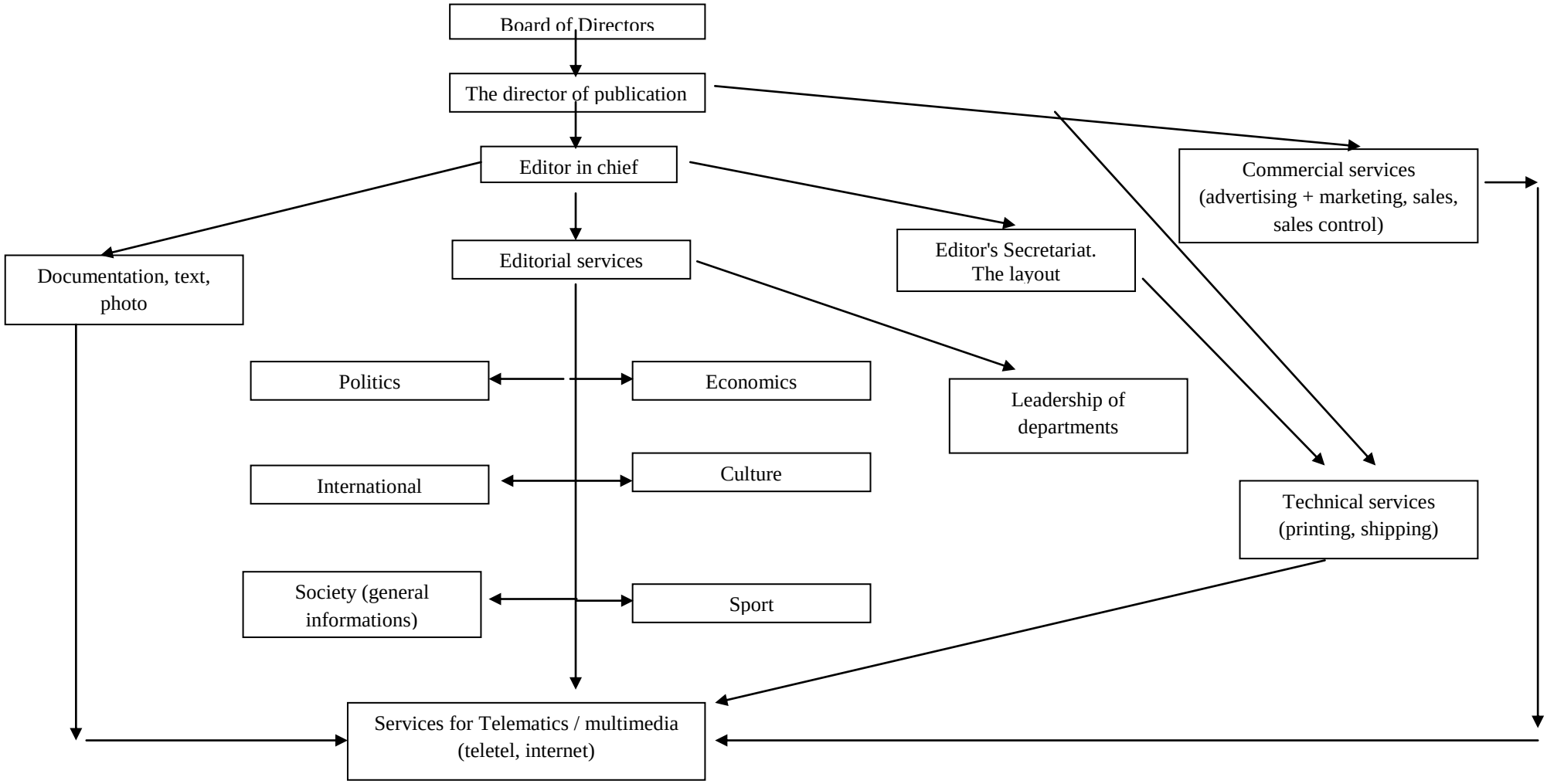
Cum să navigăm în siguranță pe internet?

Lee and Kim's Adventure

APPENDIX 1:

Chapter 3, Lesson 9, ACTIVITY 1

Check your position within the organizational chart!



APPENDIX 2:

Chapter 3, Lesson 9, ACTIVITY 2

The structure of an editorial:

- Editor, director, chief editor, deputy chief editors, editorial chief / artistic director / production chief, headings coordinator / illustrator chief / proofreaders lecturers, editors / documentary, editorial of images, manufacturing, lithography / collection , pattern.

The activities proposed, in the order that will take place:

1. Team formation
2. Organizing editorial team
3. Gathering material for magazine
4. Editing the magazine

The project team will be formed, which will be informed about what follows.

It will present the embodiment of an editorial magazine, both, in terms of content and in terms of technical achievement. The key data will be recorded on a flipchart.

APPENDIX 3:

Chapter 3, Lesson 9, ACTIVITY 3

Editorial staff / **“We learn to organize our work”**

Will present the activities and each member will assume the duties for which he feels responsible and feel drawn to the newsroom.

APPENDIX 4:

Chapter 3, Lesson 9, ACTIVITY 4

The magazine plan

Setting: headings, summary, content, analysis of the activities content. The plan of the first number of the magazine will be published in print and divided to the participants to make comments and suggestions. Students will consult on editing the articles; choose a title and what graphic design is used.

The student responsible for the graphic design will propose images for the first number of the magazine and will take pictures that complement the material in the magazine.

APPENDIX 5:

Chapter 3, Lesson 9, ACTIVITY 5

1. Choose the correct statement of the following:

a. Screenwriter have at their disposal than 11 days to finish the song

b. The boy whom pet cat disappeared seeks five days

c. The student came to class at the same time with his teacher

2. Choose the wrong statement of the following:

a. At the pharmacy, he asked to a drug for pain relief

b. Since the baby was sleeping, he had to give sound to a minimum

c. The best paid sports is a tennis player field

3. Find suitable synonym for "fortuitous"

a. forced

b. unannounced

c. no advance notice

4. Parting correct syllables of the word "sculpture" is:

a. sculp-tu-re

b. sculp-ture

c. scul-pture

5. When we speak of a unit measure, plural of "lux" is:

a. luxe

b. luxs

c. lux

6. What figure of speech we find the words “blue night”?

a. epithet

b. metaphor

c. oxymoron

7. Two words that are spelled the same but pronounced differently are called:

a. homophone

b. paronyms

c. homograph

8. In construction phrase "Marian is doing two presentations for tomorrow", the verb is at:

a. future tense

b. past tense

c. present tense

9. The construction phrase the "little big man" is an example of:

a. antithesis

b. oxymoron

c. euphemism

10. How is called the process, in which from the letters of a word is formed another:

a. blending

b. metagram

c. anagram

11. Of the following words, choose this one which is a palindrome:

a. bedroom

b. kytten

c. kayaking

12. How many sounds have the word “sphinx”?

a. 6

b. 5

c. 7

13. “Pulley” means:

a. A special wheel with groov on outer periphery, on which is mounted a rope or a belt to convey a circular motion

b. ornaments with precious stones

c. metal piece that fits the light bulb and ensures good contact between the bulb and the electricity network

14. Choose the correct construction:

a. The Police sequestrate her belongings until the investigation is over

b. The Police sesquestrates her belongings until the investigation is over

c. The Police put sequestrate her belongings until the investigation is over

15. Choose the series whose words come from Latin:

a. life, body, mind, health

b. house, table, priest, shoe

c. bowl, fork, carpet, chair

Correct answers

1. c
2. a
3. b
4. b
5. c
6. a
7. c
8. c
9. b
10. c
11. c
12. a
13. b
14. a
15. a

Interpretation of results

0-6 correct answers - low level of proficiency

7-11 correct answers - intermediate level of proficiency

12-15 correct answers – advanced

APPENDIX 1:

Chapter 4, Lesson 10, ACTIVITY 1

Example https://www.youtube.com/watch?v=qbZtdcWvYeA

APPENDIX 2:

Chapter 4, Lesson 10, ACTIVITY 2

Gathering material for the magazine

Will gather the materials and there will be a discussion in the editorial team for choosing the best and most representative items from those presented. Focus will be on the magazine on various materials, which are covering a wide range of issues.

It will decide the number of pages of the magazine, its structure and choose images that complement the articles.

Editing the magazine

Make a final check of the contents and correct drafting errors, will be checked: copier connection, paper quality. Will be edited a single copy which will be read by the editor who is responsible for the magazine number, and if it finds any omitted mistakes it corrects them with the person in charge of editing, and then prints the magazine in the number of copies proposed.